**K-5 Math Lesson Plan**

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| **Teacher:**  **Raynor** | | | **Grade: 3** | | | **Date(s)**: Day 11 and 12 |
| **Unit Title: Planning a Family Reunion** | | | | **Corresponding Unit Task: Prior to Task 3** | | |
| **Essential Question(s): What strategies can I use to add and subtract within 1000?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Masking Tape** | | **Student:** | | | **Regroup**  **Decompose** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  x  1. Make sense of problems and persevere in solving them.  x 2. Reason abstractly and quantitatively.  x 3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  x 5. Use appropriate tools strategically.  x 6. Attend to precision.  x 7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 3.NB.2** | | | | | |
| **I Can Statement(s): I can use various strategies to add and subtract.** | | | | | |
| **Activating Strategy/Hook:** **Journal: What does it mean to borrow or regroup?** | | | | | |
| **Teacher Directed:/Guided Practice:**  **\*These are challenging lessons that will require 2 days. Students will need a lot of practice with these strategies. There will need a lot of collaboration so students will help one another.**  **Teacher explains that there is more than 1 way to subtract with regrouping. We can use models, pictures, the standard algorithm, borrowing first, or a number line. Teacher explains that today students will learn how to borrow first or make a number line. Teacher guides students through the following methods:**  **Borrow First Number Line**  **2 16 16**  **3 7 6 376 276 206 186 179**  **- 1 9 7**  **1 7 9 -100 -70 -20 -7**  **Write the problem on the board. Have students ACT OUT regrouping first by putting a student with a 3, a 7, and a 6 in front of the room. Have the class discuss whether the numbers in the ones, tens, and hundreds place need to be regrouped. Lead a discussion on how to regroup each place value. Then apply to pencil and paper.**  **For the number line, make a line across the floor with tape. Give students with a card that says 376. Remind students that they can decompose 197 to subtract. Ask, “What could we subtract first?” Students do a think-pair-share. Accept all reasonable answers, and allow students to act out decomposing on the number line. Record on board as students are acting out problem.**  **Students work out several problems using this procedures with a partner in small groups, describing the steps and the reason for the steps.**   * **Day 12 – Task 3** | | | | | |
| **Independent Practice: Math Journal: Solve a problem using both strategies in math journal** | | | | | |
| **Closing/Summarizing: Quiz on subtraction.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| **4 digit numbers** | | | **2 digit numbers** | | | **Sentence Frames** |
| **Assessment(s):Quiz** | | | | | | |